

Stages of a Reading Conference

Questions to ask yourself during the **RESEARCH** portion of the conference:

1. What is the student's general attitude toward reading?
2. Is the student making good book choices?
3. Is the student paying attention to genre features to help them navigate a text?
4. Is their evidence that the student is keeping track of their ideas as they read?
5. Is the student attending to their misuses as they read? Do they have fix-up strategies?
6. Is the student practicing comprehension strategies to make meaning of what they read?
7. Does the student attend to punctuation in a text and use it to help them read fluently?

Using what you have learned from/recorded during your research, **DECIDE** what the student needs most right now to help them progress as a reader. It is also helpful to record possible future teaching points.

COMPLIMENT the student on something they are doing well as a reader. Be as specific as possible (show them a place in the text where they were successful).

Explicitly name your teaching point (**TEACH**). Make sure to demonstrate what you want the student to do when they read independently. Have them try out the strategy while you coach them through it. To end the conference, have the student repeat (and record) what it is they are to work on before they meet with you next.

Observer: _____ Teacher: _____

Conference Observation/Reflection

How did the conference begin? How did the teacher engage the "student"?

What did the teacher do to get to know the "student" as a reader?

How did the teacher complement the "student"?

What did the teacher decide to teach during the conference? How did they model it explicitly? How did they have the "student" try out the strategy?

How did the teacher hold the "student" accountable for trying out the strategy when they read independently?

Additional Noticings or Comments:

Useful Phrases for Assessing Students During Reading Conferences

Below are some suggestions for open-ended questions and statements that you can use to learn about your students' reading. Depending on students' answers, you will want to ask follow-up questions in order to learn more. You may take this sheet with you as you circulate around your classroom to confer with students.

Phrases to Start a Conference

"What can I help you with today?"
"I wanted to meet with you today because..."
"Why did you want to meet today?"
"What are you working on?"

Questions About Book Choice (How Student Uses Level, Personal Interest and Genre to Select Independent Reading)

"What are you reading right now?"
"How did you choose this book?"
"Why did you choose this book?"
"How was the book for you?"
"Would you like to read more books in this series/ in this genre/ on this topic/ by this author?"

Questions About Reading Habits

"What do you enjoy reading?"
"What have you read so far this week?"
"What do you notice when you reread your reading log?"
"When do you like to read?"
"Where do you like reading?"

Questions While Taking Running Records

"How did you solve that word?"
"How did you know you needed to correct yourself there?"

Questions About Comprehension

"What is happening so far in the text?"
"Would you retell the story to me?"
"What does this book remind you of?"
"Where does the text get difficult or confusing for you?"

Questions That Monitor Progress

"Have you practiced the strategy that we talked about the last time we met?"
"How do you feel about your reading right now?"
"How is your reading improving?"

Student: _____

What am I learning about this student as a reader?	What does the student need to learn to do as a reader?

<p>Next Step</p> <p>Teaching Point</p> <p>Praise Point</p> <p>Date</p> <p>Name</p>	<p>Next Step</p> <p>Teaching Point</p> <p>Praise Point</p> <p>Date</p> <p>Name</p>
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<p>Name: _____</p> <p>Date: _____</p> <p>Compliment _____</p> <p>Taught _____</p>	<p>Name: _____</p> <p>Date: _____</p> <p>Compliment _____</p> <p>Taught _____</p>	<p>Name: _____</p> <p>Date: _____</p> <p>Compliment _____</p> <p>Taught _____</p>	<p>Name: _____</p> <p>Date: _____</p> <p>Compliment _____</p> <p>Taught _____</p>
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Class 503
Reading Conference Notes
Student: _____

Student Information		Research	Teach	Level	Strategy Group
Book:					
Date:					
Book:					
Date:					
Book:					
Date:					
Book:					
Date:					

Class 503 Reading Conference Checklist

Dates: _____

Abigail Date: Strategy Group?	Adrien Date: Strategy Group?	Aiden Date: Strategy Group?	Angelina Date: Strategy Group?	Ben Date: Strategy Group?
Christina Date: Strategy Group?	Dan Date: Strategy Group?	Daniel Date: Strategy Group?	Elena Date: Strategy Group?	Eli Date: Strategy Group?
Emrich Date: Strategy Group?	Erica Date: Strategy Group?	Harris Date: Strategy Group?	Jesse Date: Strategy Group?	Jolie Date: Strategy Group?
Judy Date: Strategy Group?	Julia Date: Strategy Group?	Julius Date: Strategy Group?	Justin Date: Strategy Group?	Lainie Date: Strategy Group?
Leo Date: Strategy Group?	Linus Date: Strategy Group?	Matthew Date: Strategy Group?	Max Date: Strategy Group?	Richard Date: Strategy Group?
Ryan Date: Strategy Group?	Sophia Date: Strategy Group?	Stephanie Date: Strategy Group?	Tarina Date: Strategy Group?	